DOCUMENT RESUME

ED 147 622 08 CE 014 103

TITLE	Project EXCEL (Experience-Based Education Learning Program) of the Las Cruces Public Schools. Evaluation Report for the 1976-77 School Year.
INSTITUTION	Far West Lab. for Educational Research and Development, San Francisco, Calif.; Las Cruces School District, N. Mex.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE	Sep 77
GRANT	G61-76-00965-502
NOTE	110p.; A copyrighted student attitude survey (appendix C) and confidential student information were removed. Several pages of appendix F (Parent Opinion Survey) will not reproduce well due to faint and broken type
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	Business; *Career Exploration; *Cooperative Programs; *Educational Alternatives; Employer Attitudes; Individual Development; Parent Attitudes; *Program Effectiveness; Program Validation; *School Community Cooperation; Senior High Schools; Student Attitudes; Vocational Development; Vocational Education; Work Experience Programs
IDENTIFIERS	*Experience Based Career Education; Las Cruces Public Schools NM; New Mexico (Las Cruces)

ABSTRACT

Patterned after the Appalachia Educational Laboratory program model, the experience-based career education (EBCE) Project EXCEL was evaluated for its effectiveness after one semester of implementation. Project EXCEL (Experienced-Based Career Education and Learning Program) was implemented in Las Cruces, New Mexico, and was designed to provide an alternative to traditional high school education. It combines a basic academic program with exploratory opportunities in the career and work world. The project's objectives were classified under three major types of goals: student, program perception, and instructional. Hypotheses were formulated and a research design was developed for each of the specific subgoals in the major goal categories. EBCE students were tested using the Student Information Questionnaire, Comprehensive Tests of Basic Skills, Career Maturity Inventory, Student Attitude Survey, and Socialization Profile. Questionnaires were also administered to parents and employers of the students. Results favored the program on program perception and instructional goals. The outcomes for student goals were overall not significant. Students, their parents, and employers generally showed a positive attitude toward the program. Mixed results were shown in the instructional goals section. (SH)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED147622

Project EXCEL

(Experience-Based Education Learning Program)

of the Las Cruces Public Schools

G61-76-00965 (502)
Las Cruces Public Schools Dist. #2
Las Cruces, N.M. 88001

EVALUATION REPORT

FOR THE 1976-77 SCHOOL YEAR

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

September 1977

BEST COPY AVAILABLE

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 Folsom Street, San Francisco, CA 94103 (415)-565-3000

CE 014 103

DEC 5 1977

TABLE OF CONTENTS

	Page
INTRODUCTION	1
Background	1
Method	1
RESULTS	5
Demographic Data	5
Student Goals - Outcome Section I	11
Program Perception Goals - Outcome Section II	17
Instructional Goals - Outcome Section III	41
SUMMARY	45
Introduction	45
Evaluation Design	46
Outcomes	48
Conclusion	48
APPENDICES	50
A - Evaluation Design	51
B - Student Information Questionnaire	57
C - Student Attitude Survey	62
D - Socialization Profile	64
E - Student Plans and Perceptions Survey	68
F - Parent Opinion Survey	74
G - Employer Questionnaire	79
H - Implementation Log for Project EXCEL	83
I - Results of Project EXCEL Student Questionnaire	87
J - Student Placement Record	91
K - Letters of Endorsement	92

LIST OF TABLES

		Page
Table 1:	Demographic Frequency (SIQ) of Project EXCEL Students	6
Table 2:	Expectations One Year After High School for Project EXCEL and Comparison Students	9
Table 3:	Pre and Post Scores of Project EXCEL Students on Comprehensive Tests of Basic Skills (CTBS)	12
Table 4:	Pre and Post Scores of Project EXCEL Students on the Career Maturity Inventory (CMI) Competence Test	15
Table 5:	Scores of Project EXCEL Students on the Career Maturity Inventory (CMI) Attitude Scale	16
Table 6A:	Parent Opinion Survey Response Frequencies From Parents of Students in Project EXCEL	18
Table 6B:	Summary of Parent Opinion Survey From Parents of Project EXCEL Students	21
Table 7A:	Employer Questionnaire Response Frequencies From Employers of Students in Project EXCEL	23
Table 7B:	Summary of Employer Questionnaires From Employers of Project EXCEL Students	26
Table 8A:	Comparison of Project EXCEL and Comparison Students on the Student Plans and Perceptions Survey (Part One)	29
Table 8B:	Comparison of Project EXCEL and Comparison Students on the Student Plans and Perceptions Survey (Part Two): Student-Reported Changes Resulting from Experiences This Year	32
Table 9A:	Pre and Post Scores of Project EXCEL Students on Student Attitude Survey: Learning Environment Sections	36
Table 9B:	Pre and Post Scores of Project EXCEL Students on Student Attitude Survey: Careers, Self, and Others Sections	37
Table 10:	Pre and Post Scores of Project EXCEL Students on the Socialization Profile	40
Table 11:	Summary Table of Significant Outcomes	49

INTRODUCTION

BACKGROUND

Dr. Edward Fernandez, LCPS Secondary Curriculum Director, wrote the proposal for Project EXCEL, which is a three-year program funded under the Vocational Act of 1963, Part D, by the U.S. Office of Education.

Far West Laboratory for Educational Research and Development (FWL) was awarded the contract to undertake an objective, third-party evaluation of Project EXCEL's first semester of program implementation. FWL has over five years experience in research, development, and evaluation of EBCE (Far West "version"). The EBCE program implemented in Las Cruces is patterned after a program model developed by another regional laboratory, Appalachia Educational Laboratory (AEL). These factors supported FWL's assumption of an objective evaluation role while also being able to use its familiarity with EBCE program goals, procedures, and intended outcomes to assure a meaningful assessment.

METHOD

The objective of the initial evaluation during the first half of 1977 was to provide valid and reliable evidence of the effectiveness of the first semester of Project EXCEL's operation. The Project's objectives were classified under three major types of goals: student, program perception, and instructional. Hypotheses were formulated and a research design was developed for each of the specific goals in the major categories. (See Appendix A.) Statistical analyses were selected to test main effects associated with many of the

hypotheses, while for others, levels of acceptance were set for response frequencies. Descriptive statistics were used to describe groups and t tests were used to measure gains within the group of Project EXCEL students for basic academic skills mastery; attitudes toward self, others, careers, and learning environment; and career knowledge, planning, and problem solving. T tests and F statistics for equality of variances were used to measure differences between Project EXCEL and comparison students for attitudes towards school or program effectiveness. An analysis of variance was used to evaluate outcomes on a measure of sex-role stereotyping. An alpha value of .10 or less was taken as sufficient to support an assumption of an existing significant difference.

In order to assess the effectiveness of the first semester of Project EXCEL's implementation, project staff cooperated in testing the EBCE students on a battery of instruments and were able to establish a comparison group which was post-tested on one instrument. Data were gathered from the EBCE students through the administration of the following instruments:

1. Student Information Questionnaire (SIQ). This instrument was used to provide baseline data on student characteristics. (See Appendix B.)

2. Comprehensive Tests of Basic Skills (CTBS). This standardized test of basic academic performance contained five subtests of language arts skills and three subtests of arithmetic skills (Level 4, Form S, CTB/McGraw-Hill, 1973).

3. Career Maturity Inventory (CMI). This standardized instrument contained a career attitude scale and five subtests of several areas of career-related skills (Form A-1, CTB/McGraw-Hill, 1973).

4. Student Attitude Survey (SAS). This instrument was developed by Research for Better Schools and assessed students' attitudes and opinions toward their academic and career education program, and toward self and others. (See Appendix C.)

5. Socialization Profile (SP). This instrument is a revised version of earlier and longer questionnaires. I. Broverman of Worcester State Hospital developed this version. Each of its 36 items consisted of a characteristic or behavior trait which was rated on a bipolar scale. The poles were classified as representing masculine or feminine stereotypes. (See Appendix D.)

Data were gathered from Project EXCEL and comparison students at posttesting on:

6. Student Plans and Perceptions Survey (SPPS). This instrument was developed at the EBCE program at Far West Laboratory (FWL). It assesses student attitudes toward EBCE or school program effectiveness. (See Appendix E.)

The SIQ was administered to the EBCE students in early January at the beginning of their program. The CMI, CBTS, SAS, and SP were administered in a pre/post fashion in early January and in May to the EBCE students. The SPPS was administered at the May posttest to EBCE and comparison students.

Two other groups were administered questionnaires to assess the impact of the EBCE program: parents and employers of the Project EXCEL students. These questionnaires measured attitudes toward aspects of the project and toward project staff. (See Appendices F and G.) EBCE program staff cooperated here again and managed the collection of these two questionnaires.

Professional staff of FWL made a site visit at posttest time to the Las Cruces project. Among the purposes of that visit was the sampling of the project records for data pertaining to the instructional goals. A random sample of one-third of the activity sheets of Project EXCEL students was taken by FWL staff to assess the program on three instructional goals. For two of the other goals, data on all the students in the project was utilized.

A record of the program's implementation was done in the form of a task log. Dates for the completion and/or implementation of each task appear to the right of the task. (See Appendix H.)

One additional source of data was collected by a group of college students at New Mexico State University. They interviewed the Project EXCEL students as part of a counseling course in the Education Department. The results of this attitude and information survey are found in Appendix I.

RESULTS

There was a four-month period between the pre- and posttesting of Project EXCEL students. The comparison group for the Las Cruces evaluation was established by the staff of the EBCE project. They sent SPPS instruments out at the posttest to the 44 students who had applied to be admitted into Project EXCEL, but were not selected. Despite efforts at follow-up, only 34% (n = 15) were returned. The SPPS results did provide some data for both groups that overlapped with the demographic data on the SIQ.

Outcome data are presented in sections categorized by the three major types of program goals that were evaluated: Student Goals, Program Perception Goals, and Instructional Goals.

DEMOGRAPHIC DATA

Complete demographic data were available for 28 students in Project EXCEL. Table 1 presents the data obtained on the SIQ at the beginning of the Las Cruces program. (See pages 5-6.) From Table 1 it can be seen that there were about as many boys as girls in the small sample. The ethnic mixture was 50% non-Anglo, with a high proportion of students of Spanish descent (42.8%). There was only one Black student and one Native American student, which seems to be somewhat underrepresentative of these two groups in the area.

Parents of Project EXCEL students showed about the same levels of education as did parents of other EBCE students, with two exceptions. Of Las Cruces program students' fathers, 57% had some post-secondary education. Data reported from six EBCE sites showed nearly 44% had some post-secondary

Table 1

DEMOGRAPHIC FREQUENCY (SIQ) OF PROJECT EXCEL STUDENTS

Variable	n	Percent
SEX		
Female	15	53.6
Male	13	46.4
ETHNIC GROUP		
White	14	50.0
Black	1	3.6
Asian	0	0
Spanish descent	12	42.8
Native American	1	3.6
Other	0	0
GRADE		
11th grade	21	75.0
12th grade	7	25.0
FATHER'S EDUCATION		
None	1	3.6
Elementary	2	7.1
Some high school	5	17.9
High school graduate	4	14.3
Some post-secondary	9	32.1
College graduate	4	14.3
Some graduate work	1	3.6
Advanced degree	2	7.1
MOTHER'S EDUCATION		
None	0	0
Elementary	2	7.1
Some high school	9	32.1
High school graduate	9	32.1
Some post-secondary	4	14.4
College graduate	3	10.7
Some graduate work	0	0
Advanced degree	1	3.6
NUMBER OF SIBLING DROPOUTS		
None	19	67.8
One	7	25.0
Two	1	3.6
Three	1	3.6
LONG-RANGE GOALS		
Clerical	4	14.3
Craftsman	3	10.7
Farmer	0	0
Homemaker	1	3.6

(continued)

Table 1
(continued)

Variable	n	Percent
LONG-RANGE GOALS (continued)		
Laborer	0	0
Manager	1	3.6
Military	0	0
Operative	0	0
Professional	5	17.8
Proprietor	1	3.6
Protective Service	6	21.4
Sales	0	0
Service	1	3.6
Technical	2	7.1
Other	3	10.7
Don't know	1	3.6
MAJOR FIELD OF STUDY		
General	9	32.0
Vocational education	10	36.0
College preparatory	8	28.4
Missing	1	3.6
FATHER'S WORK		
Clerical	1	3.6
Craftsman	6	21.4
Farmer	0	0
Homemaker	0	0
Laborer	1	3.6
Manager	2	7.1
Military	0	0
Operative	1	3.6
Professional	9	32.1
Proprietor	0	0
Protective service	0	0
Sales	0	0
Service	1	3.6
Technical	5	17.9
Missing	2	7.1
MOTHER'S WORK*		
Clerical	6	21.5
Homemaker	13	46.4
Manager	1	3.6
Operative	2	7.1
Professional	4	14.3
Sales	2	7.1

*Categories containing no frequencies were dropped. See "Father's Work" above for a complete category list.

education.[1] Nearly 40% of the mothers of Project EXCEL students had less than a high school education, as contrasted with 28% of the mothers in the six EBCE programs mentioned above. Of the Las Cruces program parents, 71% of the fathers and 61% of the mothers completed high school. In addition, some 57% of these fathers and just under 30% of these mothers had some post-secondary education.

The number of siblings who dropped out of school was just over 32% for the Project EXCEL students, This is somewhat higher than the 17% reported for the EBCE students in the study cited above.[2]

In terms of the long-range goals of the Project EXCEL students, the 21% who picked protective service occupations made the profile on this question different from other EBCE occupation profiles where there is usually a higher percentage for professional occupation.

The SIQ item asking for the students' expectations one year after high school was included on the SPPS at posttesting. Table 2 presents these data for Project EXCEL students on pre and posttests, and for comparison students on posttests. (See page 9.) From Table 2, the increase in the number of EBCE students who planned to work full- or part-time can be seen. From about 43% at pretest, the number who plan to work increases to 64% at posttest. The comparison students show 60% who plan to work after high school. This appears to reflect more realistic planning on the part of some of the Project EXCEL students. With the exceptions of the military and homemaker categories, the EBCE and comparison students appear about the same at posttest. There is

---

1. Final Outcome Evaluation Report - Demonstration and Implementation Sites. J.E. Shively and P. Kessel. Experience-Based Career Education, Appalachia Educational Laboratory, Charleston, West Virginia, 1976, page 9.

2. Ibid.

Table 2

EXPECTATIONS ONE YEAR AFTER HIGH SCHOOL

FOR PROJECT EXCEL AND COMPARISON STUDENTS

Variable	Project EXCEL (n = 28)				Comparison (n=15)	
	Pretest (SIQ)		Posttest (SPPS)		Posttest (SPPS)	
	n	% of students selecting	n	% of students selecting	n	% of students selecting
Expectations 1 year after high school						
Working full-time	5	17.8	10	35.7	5	33.3
Apprenticeship	2	7.1	2	7.1	1	6.7
Military	4	14.3	3	10.7	0	0.0
Homemaker	1	3.6	1	3.6	0	0.0
Vocational	4	14.3	6	21.4	2	13.3
Academic junior/ community college	1	3.6	0	0.0	1	6.7
Tech./voc. junior/ community college	1	3.6	0	0.0	1	6.7
Four-year college	9	32.1	9	32.1	6	40.0
Working part-time	7	25.0	8	28.6	4	26.7
Other	1	3.6	1	3.6	1	6.7
Total number of responses checked*	35		40		21	
Total number of students	28		28		15	

*Some students made multiple responses to these items; e.g., both working part-time/full-time and attending college full/part-time.

a difference between the two groups on the type of institution selected for vocational training. At posttest, the EBCE students chose only the vocational school category, while the comparison students selected both vocational schools and technical/vocational programs at junior or community colleges.

Of the remaining three items on the SIQ presented in Table 1, two differed somewhat from data on the other six EBCE programs.[3] Project EXCEL students showed 36% selecting vocational education, while other EBCE students showed about 17%.

Fathers' type of work in the Las Cruces sample showed more craftsmen and professionals and fewer protective services, salesmen, and proprietors than the other EBCE program data on fathers. Mothers' occupations were quite similar for the other EBCE sites and the Las Cruces site.

In summary, the demographic data described the Las Cruces EBCE students. Comparison to other EBCE students showed the Project EXCEL students to be a somewhat similar group. The greatest differences were seen in two aspects of parents' education, the type of work the fathers did, higher percentages of sibling dropouts, protective service occupational plans, and vocational education plans for EXCEL students. The comparison group from Las Cruces showed some differing job plans and choices for the type of vocational education institution from the Project EXCEL students.

---

3. Op. Cit., pp. 10-11.

STUDENT GOALS - OUTCOME SECTION I

The impact and effect of the Las Cruces EBCE program on students, parents, and employer groups was determined by testing a number of hypotheses. The format of this and the following sections is to state the hypothesis, or the several related hypotheses, cite the sources of the data used to test the hypothesis and the procedure used for hypothesis testing, describe the results, and summarize. As there is little comparison group data, contrasts with other EBCE program evaluations are mentioned where appropriate.

Seven goals and their respective hypotheses were stated in this first category evaluation. Data were available for 28 students of Project EXCEL. Pretest and posttest comparisons served to test the hypotheses. Significance was defined as a p value of .10 or lower.

Hypothesis A: Project EXCEL students will do as well as their counterparts in the Las Cruces School System on scholastic growth.

Data and Procedure. Data used to evaluate this hypothesis were Las Cruces (LC) students' scores on the Comprehensive Test of Basic Skills (CTBS) subscales and total score. T tests for correlated means were used to test the hypothesis.

Results. Table 3 shows the statistics on the CTBS as scored by the LC/EBCE group. The only significant difference is a loss on the Mechanics subtest.

Summary. The first hypothesis was not supported at this time. It is important to point out that the short time period between pre- and posttesting provided little opportunity for demonstrating the hypothesis. Five AEL/EBCE programs which were tested on the CTBS after one semester reported 13% gains

Table 3

PRE AND POST SCORES OF PROJECT EXCEL STUDENTS

ON COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS)

Scale	Measure	Pre	Post	t value	p
Vocabulary	n	28	28		
	$\bar{X}$	24.36	24.57	0.31	0.76
	sd	8.88	8.04		
Comprehension	n	28	28		
	$\bar{X}$	27.82	29.96	1.20	0.24
	sd	8.26	7.69		
Subtotal	n	28	28		
	$\bar{X}$	52.11	53.54	1.17	0.25
	sd	16.15	14.74		
Spelling	n	28	28		
	$\bar{X}$	18.29	18.25	-0.06	0.95
	sd	5.16	5.27		
Mechanics	n	28	28		
	$\bar{X}$	14.29	13.46	-2.87	0.01*
	sd	2.42	2.57		
Expression	n	28	28		
	$\bar{X}$	20.32	21.14	1.10	0.28
	sd	5.52	5.57		
Subtotal	n	28	28		
	$\bar{X}$	52.89	52.86	-0.03	0.98
	sd	11.36	11.05		
Computation	n	28	28		
	$\bar{X}$	28.18	29.39	0.90	0.37
	sd	10.48	11.23		
Concepts	n	28	28		
	$\bar{X}$	16.36	15.29	-1.66	0.11
	sd	4.51	5.37		
Applications	n	28	28		
	$\bar{X}$	13.93	13.43	0.64	0.53
	sd	5.09	5.20		
Subtotal	n	28	28		
	$\bar{X}$	58.46	58.11	-0.16	0.87
	sd	18.51	20.37		
Battery Total	n	28	28		
	$\bar{X}$	163.46	164.5	0.31	0.76
	sd	40.88	39.95		

*Significant at the .01 level

and 27% losses that reached significance, while two AEL/EBCE programs that were tested on the CTBS after one year of operation reported 33% gains and no losses at significant levels.[4]

Hypotheses B - G

The next six hypotheses were each tested with data from the Career Maturity Inventory (CMI). The format here is to list the six hypotheses, state the data and procedures used to test each of them, list the results, and summarize the findings.

Hypothesis B: Project EXCEL students will become more capable of appraising the career-relevant capabilities of others.

Hypothesis C: Project EXCEL students will become more knowledgeable about the work world.

Hypothesis D: Project EXCEL students will be more able to choose realistic career goals.

Hypothesis E: Project EXCEL students will be more capable of planning for their futures.

Hypothesis F: Project EXCEL students will be more capable of solving the problems confronting them in reaching their goals.

Hypothesis G: Project EXCEL students will be more positive in their attitudes toward the world of work.

---

4. Op. Cit., pp. 13, 30, 36, 51, 66, 81, 96, and 118.

Data and Procedures. Pre and post group mean scores of Project EXCEL students on the subscales of the CMI were used to test these six hypotheses as follows:

Hypothesis B by CMI Part 1
Hypothesis C by CMI Part 2
Hypothesis D by CMI Part 3
Hypothesis E by CMI Part 4
Hypothesis F by CMI Part 5
Hypothesis G by CMI Attitude Scale

T tests were run on the pre and post group mean scores of the LC/EBCE students for each of the five parts and for the attitude section of the CMI.

Results. Tables 4 and 5 present the statistics on LC/EBCE student outcomes on each section of the CMI. Part 1 shows a significant loss, at the .05 level. Part 2 shows no significant gain or loss. Part 3 shows a significant gain at the .10 level. Parts 4 and 5 and the Attitude Scale show no significant gains or losses.

Summary. Hypothesis D was accepted. The LC/EBCE students were more realistic in choosing career goals. This finding is further supported by the data already presented in Table 2. The pre (SIQ) and post (SPPS) results show a substantial increase in the number of these EBCE students who plan to work after high school while attending some post-secondary institution. The other five hypotheses (B, C, E, F, and G) were not accepted. Readers are again cautioned against premature conclusions on the effectiveness of Project EXCEL after one semester of operation. The five other AEL/EBCE programs cited earlier were tested on the CMI after only one semester. They showed significant gains on 7% of the subscales and significant losses on 17%. The two AEL/EBCE programs that were tested after one year of operation showed significant gains on 33% of the CMI subscales and no significant losses.[5]

5. Op. Cit., pp. 14-15, 32-33, 52-53, 67-68, 82-83, 98-99, and 120-121.

Table 4

PRE AND POST SCORES OF PROJECT EXCEL STUDENTS

ON THE CAREER MATURITY INVENTORY (CMI) COMPETENCE TEST

Item	Measure	Pre	Post	t Value	p
PART 1: "Knowing Yourself" (20 items)	n	28	28	-2.20	0.037*
	$\bar{X}$	12.82	11.46		
	sd	3.35	3.92		
PART 2: "Knowing About Jobs" (20 items)	n	28	28	-0.59	0.557
	$\bar{X}$	15.50	15.07		
	sd	2.38	3.45		
PART 3: "Choosing a Job" (20 items)	n	28	28	1.94	0.063#
	$\bar{X}$	12.36	13.32		
	sd	2.50	2.57		
PART 4: "Looking Ahead" (20 items)	n	28	28	-0.51	0.613
	$\bar{X}$	13.68	13.32		
	sd	2.89	4.01		
PART 5: "What Should They Do" (20 items)	n	28	28	0.28	0.779
	$\bar{X}$	10.00	10.14		
	sd	3.22	3.69		

*Significant at .05 level
#Significant at .10 level

Table 5

SCORES OF PROJECT EXCEL STUDENTS ON THE

CAREER MATURITY INVENTORY (CMI) ATTITUDE SCALE

Item	Measure	Pre	Post	t Value	p
CMI Attitude (50 items)	n	28	28	0.35	0.73
	$\overline{X}$	33.25	33.57		
	sd	4.39	4.28		

PROGRAM PERCEPTION GOALS - OUTCOME SECTION II

The three goals in this section were evaluated with 11 hypotheses. (See Appendix A, Table 2, for a listing of each of these.) The format here is to present the hypothesis or group of hypotheses, the data and procedure used to evaluate them, the results, and then the summary of findings by instrument or similar procedure used to evaluate the hypotheses.

Hypothesis A: Parents will have a positive (85%) attitude toward the LC/EBCE program.

Data and Procedure. The data used to test hypothesis A were from the results of the Parent Opinion Survey which was administered at the end of the first semester of Project EXCEL. Responses from 18 parents were received and tabulated. These 18 represent 72% of the 25 parents of the LC/EBCE students. Four students either lived on their own or with older siblings.

Results. Table 6A shows the outcome frequencies for each item on the parent questionnaire. Table 6B shows the percent of positive and negative responses for three summary categories of items on the questionnaire. Parents rated their child's experience with Project EXCEL the highest, 96.2% for very good or excellent. There were three items in this category. The general quality of the program was rated on eight items. The parents rated the program very good or excellent 87.5% of the time on these items. The results from three of the items were used to obtain a parent rating of the program staff. Parents rated the Project EXCEL staff very good or excellent 84.9% of the time.

Table 6A

PARENT OPINION SURVEY RESPONSE FREQUENCIES

FROM PARENTS OF STUDENTS IN PROJECT EXCEL

Item No.	Item	n	Frequencies				
1	How well does the EBCE Program compare overall with the past school experiences of your daughter or son?	18	Much worse 0	0	1	3	Much better 14
2	If you had it to do over again, would you want your son or daughter to participate in the EBCE Program?	18	Definitely no 0	1	0	0	Definitely yes 17
3	How well do you think your son or daughter likes the EBCE Program compared with past school experiences?	18	Much worse 0	0	0	0	Much better 18
4	Have you received enough information about your son's or daughter's progress in the EBCE Program?	18	Definitely no 0	0	3	2	Definitely yes 13
5	In comparison with regular schools, how much opportunity did the EBCE Program provide your daughter or son for learning about occupations?	18	Much less 0	0	2	3	Much more 13
6	What effect, if any, has the EBCE Program had on helping your son or daughter form career plans?	18	Definitely bad 0	0	2	6	Definitely good 10
7	In comparison with regular schools how much opportunity did the EBCE Program provide your daughter or son for general learning?	18	Much less 0	1	About the same 2	5	Much more 10

Table 6A (continued)

Item No.	Item	n	Frequencies				
8	In comparison with past experiences in regular schools, how motivated is your daughter or son to learn in the EBCE Program?	18	Much less 0	0	About the same 2	4	Much more 12
9	How would you rate the approaches to learning used in the EBCE Program?	18	Poor 0	1	1	5	Excellent 11
10	How often does your son or daughter talk to you about what's going on in the EBCE Program?	18	Almost never 0	0	3	2	Almost daily 13
11	About how often have you had any contact with any EBCE Program staff members?	18	Almost never 3	1	7	5	Very Frequently 2
12	How many meetings have you attended during this school year where other parents of EBCE students were present?	18	None 0	One 7	Two 5	Three 4	Four or more 2
13	How would you rate the general quality of the EBCE Program staff?	17	Poor 0	0	0	3	Excellent 14
14	How would you rate the business or community resources available in the EBCE Program?	18	Poor 0	0	1	10	Excellent 7
15	How would you rate your overall relationship with the staff of the EBCE Program?	18	Poor 0	2	4	4	Excellent 8
16	How would you rate the enthusiasm of the EBCE Program staff?	18	Poor 0	1	1	1	Excellent 15

Table 6A (continued)

Item No.	Item	n	Frequencies	
17	What do you think of the occupational plans of your daughter or son?	17	There aren't any firm plans yet.	6
			The plans should be changed.	0
			The plans seem to be good.	9
			We haven't really had a chance to discuss the plans.	2
18	What do you think your son daughter will be doing a year after high school?	18	Working	7
			Attending some kind of college	6
			Going to a business or trade school	1
			Military	1
			Other	3
			Working and going to school	3

Table 6B

SUMMARY OF PARENT OPINION SURVEY

FROM PARENTS OF PROJECT EXCEL STUDENTS

Summary Category	Item Number	Percent of Responses		
		Negative	Neutral	Positive
Parents' evaluation of child's experiences in Project EXCEL	1, 2, 3	1.9	1.9	96.2
Parents' evaluation of Project EXCEL program	4, 5, 6, 7, 8, 9, 10, 14	1.4	11.1	87.5
Parents' evaluation of Project EXCEL staff	13, 15, 16	3.7	9.4	84.9

Summary. Parents showed very positive attitudes toward all aspects of the LC/EBCE program. They were most positive about their child's experiences in the program. The project itself and the staff were rated positive at about the same high levels. All three aspects -- the child's experience, the program, and the staff -- were rated at the 85% level needed to accept hypothesis A. There were four items that were not used in the attitude summary categories shown in Table 6B. Two of these (#11 and #12) were attendance or contact frequencies and not attitude questions. The other two (#17 and #18) dealt with parent satisfaction with career plans and parent perception of future career plans of the LC/EBCE students and did not ask for positive or negative judgments.

Hypothesis B: Various levels of employers (i.e., resource persons, contact persons, and managers) will have a positive attitude toward the LC/EBCE program.

Data and Procedures. The data used to test hypothesis B were from the results of the Employer Questionnaire which was administered at the end of the first semester of Project EXCEL. Responses from 30 employers were received and tabulated. These 30 Employer Questionnaires represent 28 cooperating sites and 62 resource persons (RPs), or 60% of the RPs working with the project.

Results. Table 7A presents the response frequencies to each item on the Employer Questionnaire. Table 7B shows the percent of employers responding to various item categories. Over 85% of the employers reported the program to be moderately to highly effective. Over 88% also reported that they were involved with the LC/EBCE students in job-related ways frequently or occasionally. Over half (53.9%) of the employers gave negative responses on items asking about

Table 7A

EMPLOYER QUESTIONNAIRE RESPONSE FREQUENCIES

FROM EMPLOYERS OF STUDENTS IN PROJECT EXCEL

Item No.	Item	n	Frequencies		
1	Did Project EXCEL (EBCE) staff provide you with the necessary information to help you direct student's activities at your site?	30	No 4	Sometimes 6	Yes 20
2	Did the EBCE staff usually:		No		Yes
a	Show you the Student Activity Sheets(s)	28*	20		8
b	Show you the Student Program Profile	28	28		8
c	Show you the type of products expected from student	29	18		11
d	Explain reason for the particular placement	28	2		26
e	Provide you with feedback on student's progress	29	14		15

*Where the number of employers responding is less than 30 there was missing data.

Table 7A
(continued)

Item No.	Item	n	Frequencies			
			Never	Seldom	Occasionally	Frequently
3	Which of the following supportive services do you (or others at your site) provide for the EBCE program students:					
a	Do you talk about job opportunities?	30	0	0	17	13
b	Do you talk about the student's personal problems?	30	7	10	10	3
c	Do you talk about activities at your site?	30	0	0	5	25
d	Do you tutor in an academic area?	29*	6	13	7	3
e	Do you evaluate individual students' assignments?	30	2	1	6	21
f	Do you assist students in non-job related assignments?	27	13	7	4	3
g	Do you supervise students to perform a specific job-related task at your site?	30	1	1	3	25
h	Do you help plan student assignments?	30	7	2	9	12

*Where the number of employers responding is less than 30, there was missing data.

Table 7A
(continued)

Item No.	Item	n	Frequencies			
4	How do students spend their time at your site:		Never	Seldom	Occasionally	Frequently
a	Observing site activities	29*	0	0	11	18
b	Researching from site materials	27	2	7	11	7
c	Actively performing site activities	30	0	1	1	28
d	Talking with me	29	0	1	11	17
e	Talking with other site personnel	27	1	2	6	18
f	Individual study	25	2	11	8	4
g	Other	3	0	0	0	3

Item No.	Item	n	No	Yes
5	Have you been satisfied with the feedback that you received relating to what happens to the student after he leaves you?	28	14	14

Item No.	Item	n	No	Don't know	Yes
6	Do you think your company will continue working with the EBCE project during the next couple of years?	30	1	10	19

Item No.	Item	n	Ineffective		Moderately Effective		Highly Effective
7	Based on the students and staff you've met, how effective do you feel the program was?	28	2	2	9	6	9

*Where the number of employers responding is less than 30, there was missing data.

Table 7B

SUMMARY OF EMPLOYER QUESTIONNAIRES

FROM EMPLOYERS OF PROJECT EXCEL STUDENTS

Category	Item Number	Percent Responding				
EBCE staff feedback to employers	2a, 2b, 2c, 2d, 2e, 5	Negative				Positive
		53.9				46.1
Employer's involvement with EBCE student:		Involvement with Student				
		Never	Seldom	Occasionally		Frequently
Job related	3a, 3c, 3e, 3g, 3h	6.7	2.7	26.6		64.0
Non-job related	3b, 3d, 3f	30.2	34.9	24.4		10.5
EBCE Program:						
Effectiveness	7	Negative				Positive
		7.1	7.1	32.1	21.6	32.1
Will continue with EBCE	6	No		Don't know		Yes
		3.3		33.3		63.4

the project staff feedback. Just under 65% of the employers reported they would continue with the LC/EBCE program in the future.

Summary. Employers rated the LC/EBCE program moderately to highly effective for 85.8% of the responses. This was sufficient support to accept hypothesis B at the projected 85% level. Additional support for this hypothesis can be seen in the level of job-related involvement employers had with the LC/EBCE students (88.6% frequently or occasionally involved). Employers also reported a rather substantial involvement with these students in non-job-related ways (over 35% frequently or occasionally involved). For more than half the employers, the responses were negative on items asking about program staff feedback. This highlights an area for possible future improvement by the project staff. It would be interesting to evaluate such an improvement in terms of its effects on employer plans to continue working with the LC/EBCE program.

Hypothesis C: Students will have a positive (85%) attitude toward the EBCE program.

Data and Procedures. The data used to evaluate this hypothesis were from the posttest scores of LC/EBCE and comparison students on the Student Plans and Perceptions Survey (SPPS). Completed SPPS forms were returned by 15 (34%) of the 44 students designated as the comparison group. This low return was in spite of considerable follow-up effort on the part of project staff. Of the 29 LC/EBCE students enrolled at the end of the semester, 28 were available for posttesting. The responses from these two student groups were tabulated and t tests were run on 20 item mean scores. The responses to one open-ended item were categorized by two raters at FWL after having reached an 80% agree-

ment level in training. The item asked students to list up to three changes which had occurred as a result of their school experiences this year.

Results. Table 8A presents the statistics on the outcomes of LC/EBCE and comparison students on 20 items of the SPPS. On 13 items the group mean scores were significantly different at the .10 level or less. Project EXCEL students liked school better ($p < .01$) this year than did the comparison students. The percent who liked school more than they disliked it or liked almost everything about school was 89.3% for the LC/EBCE students and 13.3% for the comparison students. The comparison students liked school better last year ($p < .01$) and before last year ($p < .01$) than did the LC/EBCE students. LC/EBCE students scored significantly ($p < .01$) higher than the comparison students on "learning about careers and jobs," "planning for a career or careers," "learning job-seeking skills," "learning to do a particular job," "improving skills in working with adults," and felt that school helped them prepare for work and get along better with others. Project EXCEL students also felt that school helped prepare them for college more than did the comparison students ($p < .10$). Comparison students scored significantly lower ($p < .05$) than Project EXCEL students did on feeling that the school helped them to decide what to do after high school and that school helped improve their self understanding.

Table 8B presents the response frequencies and percentages for a single open-ended item on the SPPS. Students listed up to three changes that were the result of this year's school experiences. The LC/EBCE students listed ten (12%) changes in the Career/Work area and 15 (17.9%) in the Learning/Academic Progress area, while comparison students reported only one (5.5%) and five (11.1%) in the same areas respectively. Comparison students reported a higher proportion of interpersonal-type changes (17.8%) and changes

Table 8A

COMPARISON OF PROJECT EXCEL AND COMPARISON STUDENTS ON THE STUDENT PLANS AND PERCEPTIONS SURVEY (PART ONE)

Item and Scale	Measure	EXCEL Students	Comparison Students	p for Equal Variances	t Value	p for t Value
How did you like school this year?	n	28	15			
Disliked----------Liked	$\bar{X}$	4.46	2.73		6.34	.0001*
1 2 3 4 5	sd	0.69	1.10	0.038		
How did you like school last year?	n	28	15			
(scale same as above)	$\bar{X}$	2.39	3.47		-2.66	.0140*
	sd	1.07	1.36	0.275		
How did you like school in the years before last year?	n	28	15			
(scale same as above)	$\bar{X}$	2.71	4.20		-4.38	.0001*
	sd	1.36	0.86	0.078		
How much did you learn in the area of:						
Learning about careers and job?	n	28	15			
Nothing 1 A Little 2 Some 3 A Lot 4	$\bar{X}$	3.81	2.60		7.85	.0001*
	sd	0.39	0.63	0.030		
Planning for a career or careers?	n	28	15			
(scale same as above)	$\bar{X}$	3.64	2.47		5.24	.0001*
	sd	0.49	0.99	0.002		
Learning job-seeking skills?	n	28	15			
(scale same as above)	$\bar{X}$	3.57	2.00		6.45	.0001*
	sd	0.57	0.85	0.080		

*Significant at .01 level

NOTE: Variances between the two group means were accepted as equal at the .05 level or less.

Table 8A (continued)

Item and Scale	Measure	EXCEL Students	Comparison Students	p for Equal Variances	t Value	p for t Value
How much did you learn in the area of:						
Learning how to do a particular job? Nothing 1 A little 2 Some 3 A Lot 4	n	28	14			
	$\bar{X}$	3.64	1.79		8.28	.0001*
	sd	0.49	0.97	0.002		
Improving reading skills? (scale same as above)	n	28	15			
	$\bar{X}$	2.75	2.87		-0.47	.6420
	sd	0.65	0.83	0.246		
Improving writing skills? (scale same as above)	n	28	15			
	$\bar{X}$	3.04	3.00		0.13	.8990
	sd	0.74	0.93	0.321		
Improving math skills? (scale same as above)	n	26	15			
	$\bar{X}$	2.31	1.80		1.57	.1280
	sd	0.97	1.01	0.818		
Improving listening and speaking skills? (scale same as above)	n	27	15			
	$\bar{X}$	2.59	2.60		-0.025	.9810
	sd	0.97	0.91	0.823		
Thinking through and solving problems? (scale same as above)	n	28	15			
	$\bar{X}$	2.96	2.87		0.377	.7090
	sd	0.92	0.74	0.399		
Improving skills in working with other students (scale same as above)	n	28	15			
	$\bar{X}$	2.93	2.87		0.185	.8540
	sd	1.02	1.06	0.817		

*Significant at .01 level

NOTE: Variances between the two group means were accepted as equal at the .05 level or less.

Table 8A (continued)

Item and Scale	Measure	EXCEL Students	Comparison Students	p for Equal Variances	t Value	p for t Value
How much did you learn in the area of:						
Improving skills in working with adults?	n	28	15			
	$\bar{X}$	3.46	2.67		2.809	.0100*
Nothing 1 A little 2 Some 3 A Lot 4	sd	0.69	0.98	0.123		
Accepting many different ideas and backgrounds of people?	n	28	15			
	$\bar{X}$	3.46	3.00		1.579	.1280
(scale same as above)	sd	0.74	1.00	0.183		
The school helped prepare me for work.	n	28	15			
	$\bar{X}$	3.50	2.20		6.522	.0001*
Strongly Disagree 1 Disagree 2 Agree 3 Strongly Agree 4	sd	0.51	0.68	0.200		
The school helped to prepare me for college.	n	27	15			
	$\bar{X}$	2.74	2.20		1.840	.0770#
(scale same as above)	sd	2.20	0.94	0.664		
The school helped me to decide what I want to do after high school.	n	28	15			
	$\bar{X}$	3.21	2.47		2.607	.0160+
(scale same as above)	sd	0.69	0.99	0.099		
The school helped me to better understand myself.	n	28	15			
	$\bar{X}$	3.14	2.67		2.091	.0430+
(scale same as above)	sd	0.52	0.98	0.006		
The school helped me to get along better with others	n	28	15			
	$\bar{X}$	3.43	2.67		3.100	.0040*
(same scale as above)	sd	2.67	0.98	0.053		

*Significant at the .01 level #Significant at the .10 level +Significant at the .05 level

NOTE: Variances between the two group means were accepted as equal at the .05 level or less.

Table 8B

COMPARISON OF PROJECT EXCEL AND COMPARISON STUDENTS ON

THE STUDENT PLANS AND PERCEPTIONS SURVEY (PART TWO)

Student-Reported Changes Resulting from
Experiences This Year

Classification of Changes		Total Changes Listed			
		EXCEL Students		Comparison Students	
Content Area	Category	n	%	n	%
Self Growth	Know more about self; self understanding	3	3.6	2	4.4
	Socially more sure of self, less shy, expresses self better, outgoing.	7	8.2	2	4.4
	Responsible, independent, work for and by self.	12	14.3	8	17.8
	Able to solve problems, make decisions, cope, plan.	8	9.5	2	4.4
	General maturation, more adult (if not one of above)	2	2.4	2	4.4
	Other self growth	-	-	1	2.2
	Total Self Growth	32	38.0	17	37.6
Career/ Work	Increased awareness of and improved attitudes toward world of work (general)	4	4.8	-	-
	Knowledge about career work (general)	4	4.8	1	2.2
	Knowledge about specific careers/jobs/ behaviors.	2	2.4	-	-
	Total Career/Work	10	12.0	1	2.2

Table 8B (continued)

Content Area	Classification of Changes: Category	Total Changes Listed: EXCEL Students n	EXCEL Students %	Comparison Students n	Comparison Students %
Learning/ Academic Progress	Attitude changed; more interest in school and learning, better study habits; less cutting.	13	15.5	4	8.9
	Learned more (specific and general); prepared for college	2	2.4	1	2.2
	Total Learning/Academic Progress	15	17.9	5	11.1
Inter-personal Action	Met more people: do more with people	-	-	1	2.2
	Get along better; relate better; express self more with people.	10	11.9	7	15.6
	Total Interpersonal Action	10	11.9	8	17.8
Future Planning	Developed goal (unspecified); thought about plans	1	1.2	1	2.2
	Developed career plans	2	2.4	2	4.4
	Total Future Planning	3	3.6	3	6.6
TOTAL POSITIVE CHANGE		70	83.4	34	75.3
Other	Negative Changes	-	-	9	20.3
	No changes listed	14	16.6	2	4.4
TOTAL RESPONSES		84	100	45	100
Total Number of Students		28		15	

in the Future Planning area (6.6%) than did LC/EBCE students (11.9% and 3.5% respectively). Both groups listed about the same proportion of changes in the Self-Growth area (EBCE was 38% and comparison was 37.6%). The Project EXCEL students listed 83.4% (70) positive changes, while comparison students listed 75.3% (34). The LC/EBCE students reported no negative changes and the comparison students listed 20% (9).

Summary. Over 89% of the LC/EBCE students rated their current school year positively. They also scored significantly ($p < .01$ or less) better than comparison students on eleven positive items on what they gained from the school program this year. They listed more career and academic changes and more positive changes overall than did comparison students. The comparison students liked last and previous school years more than did the LC/EBCE students at significant levels ($p < .01$). The comparison group also reported 20% negative changes resulting from the current school year, while the LC/EBCE group listed none. These data are sufficient evidence to warrant accepting hypothesis C.

Hypothesis D: Labor Union officials will have a positive attitude toward the LC/EBCE program.

Hypothesis E: Las Cruces schools will endorse the LC/EBCE program.

Hypothesis F: State Department of Education officials will endorse the LC/EBCE program.

Data and Procedures. Project EXCEL staff asked for letters of endorsement from the following: labor union officials, the Superintendent and President of the Las Cruces Board of Education, and the Department of Vocational Education, State of New Mexico.

Results. Letters of endorsement from the appropriate persons are found in Appendix K.

Hypothesis G: The relative frequency of LC/EBCE dropouts will be less than ($p < .10$) that from the Las Cruces Schools.

Data and Procedures. A simple count of the number of dropouts from the LC/EBCE program was done.

Results. Dropout rate was significantly less ($p < .10$) for EXCEL students vs. parent H.S. students (3.3% vs. 4.25%).

Hypothesis H: Students will have a more positive attitude toward work. Level of acceptance set at $p < .10$.

Hypothesis I: Students will have a more positive attitude toward adults. Level of acceptance set at $p < .10$.

Hypothesis J: Students will have a more positive attitude toward learning. Level of acceptance set at $p < .10$.

Data and Procedures. Data from the Student Attitude Survey (SAS) were used to evaluate hypotheses H, I, and J. The LC/EBCE students were administered the SAS in pre- and posttest format. T tests were done on the group mean scores pre and post.

Results. Tables 9A and 9B present the statistics for the pre- and post-test of the Project EXCEL students. No significant differences were found on any of the subscales.

Summary. Hypotheses H, I, and J were not accepted on the evidence provided by the SAS. However, data previously reported from the SPPS (Tables 8A and 8B) do lend some tangential support to these hypotheses.

Table 9A

PRE AND POST SCORES OF PROJECT EXCEL STUDENTS
ON STUDENT ATTITUDE SURVEY:

Learning Environment Sections

Variable	Measure	Pre-test	Post-test	t Value	p	Correlation Pre and Post Scores
Attitude toward education in general	n	26	26			
	$\bar{X}$	3.55	3.52	-0.20	0.844	0.752
	sd	0.75	0.85			
Attitude toward school curriculum	n	26	26			
	$\bar{X}$	3.72	3.66	-0.51	0.615	0.756
	sd	0.69	0.82			
Attitude toward school resources	n	26	26			
	$\bar{X}$	3.48	3.55	0.41	0.683	0.358
	sd	0.81	0.67			
Attitude toward school counseling	n	26	26			
	$\bar{X}$	3.18	3.16	-0.10	0.919	0.512
	sd	1.14	0.83			
Attitude toward learning environments	n	26	26			
	$\bar{X}$	3.48	3.36	-0.67	0.511	0.381
	sd	0.76	0.92			

Table 9B

PRE AND POST SCORES OF PROJECT EXCEL STUDENTS
ON STUDENT ATTITUDE SURVEY:

Careers, Self, and Others Sections

Variable	Measure	Pre-test	Post-test	t Value	p	Correlation Pre and Post Scores
Attitude toward career knowledge	n	26	26			
	$\bar{X}$	3.44	3.67	1.19	0.244	0.051
	sd	0.68	0.71			
Attitude toward career planning	n	26	26			
	$\bar{X}$	3.82	3.88	0.48	0.638	0.083
	sd	0.46	0.45			
Attitude toward careers	n	26	26			
	$\bar{X}$	3.62	3.77	1.02	0.316	0.084
	sd	0.53	0.55			
Attitude toward self	n	26	26			
	$\bar{X}$	3.56	3.52	-0.40	0.692	0.433
	sd	0.53	0.49			
Attitude toward others	n	26	26			
	$\bar{X}$	3.57	3.58	-0.70	0.488	-0.009
	sd	0.52	0.39			

Hypothesis K: Students will treat career-related personal characteristics without sexual stereotyping. Level of acceptance is scores below 70% agreement with stereotyped masculine or feminine response profiles.[6]

Data and Procedures. Data from the Socialization Profile (SP) were used to evaluate this hypothesis. Project EXCEL students were given pre- and post-tests on the SP. An analysis of variance was done on the pre and post scores of boys, girls, and the total group. Another analysis of variance was done on the pre scores of boys and girls, as well as on their post scores. Scores on the SP were also presented as percentages of the masculine and feminine scales. One of the SP response sheets was omitted because the student left 24 of 36 items on the feminine scale blank, making the total n = 27.

---

6. "Sex-role stereotypes and clinical judgments of mental health." Broverman, I., et al. Journal of Consulting and Clinical Psychology, 1970, 34, 1-7. In the development of the instrument (SP), Broverman and associates classified agreement at 70% or better on a masculine or feminine scale (or pole) as stereotypic (page 2). This level was set for a version of the SP with 122 items, 38 of which were classified as stereotypic. The 36 items on the current version utilized in this evaluation were selected by Broverman and associates after test development work with a sample of 1051 women and 763 men. Copies of the report on the development of the 36-item version are available directly from:

Dr. Inge K. Broverman
Psychology Department
Worcester State Hospital
Worcester, Massachusetts 01604

In this latter study, the social desirability scores are reported for the items. Of the 36 items, 24 were male-valued and 12 female-valued.

Results. Table 10 shows the outcomes of pre and post scores on the SP. The ANOVA for pre and post scores showed no significant differences for boys, girls, or the total group. Initial scores were not significantly different between boys and girls at pre- or at posttest. None of the group mean scores were equivalent to 70% of either the masculine or feminine scales. There was a shift in mean scores pre to post. Both groups -- girls and boys -- increased the masculine scale means and decreased the feminine scale means slightly.

Summary. The group post mean scores for girls, boys, and the total group were well below the equivalent of the 70% level of agreement with stereotyped ratings. There was very little difference between the pre or post scores of girls and boys. The greatest difference, though not significant, occurred between pre and post scores. Masculine scale scores increased while feminine scale scores decreased in agreement with the stereotyped poles. This change might indicate that both boys and girls agreed more with the stereotyped masculine pole and less with the stereotyped feminine pole. However, development of the instrument showed that of the 36 items, 24 were "male-valued" (compentency) items and 12 items were "female-valued" (warmth-expressiveness) items.[7] The change in pre and post scores could also be seen as a shift in agreement toward competencies on the masculine scale. Perhaps the students are somewhat more skill- or work-conscious and somewhat less socially minded at the end of the program. This latter explanation appears more congruent with the probable influences of the experience-based (or skill-based) style of the project the students participated in.

---

7. Ibid. (Second study cited, p. 1)

Table 10

PRE AND POST SCORES OF PROJECT EXCEL STUDENTS ON THE SOCIALIZATION PROFILE

	Measure	Pretest		Posttest		Masculine Scale		Feminine Scale	
		Masculine Scale	Feminine Scale	Masculine Scale	Feminine Scale	F Score	p Value	F Score	p Value
Girls n = 16	% of scale	58.2	58.2	60.5	56.2				
	$\bar{X}$	1618.2	1616.8	1666.1	1571.3	0.382	0.556	1.210	0.297
	sd	143.1	175.9	143.1	168.8				
	min-max	1392-1882	1308-1924	1294-2180	1258-2087				
Boys n = 11	% of scale	58.2	59.1	60.0	55.7				
	$\bar{X}$	1618.0	1636.2	1656.7	1563.3	2.423	0.137	0.693	0.577
	sd	98.2	181.0	234.9	293.1				
	min-max	1463-1825	1384-1924	1294-2180	1258-2087				
Boys & Girls Combined ANOVA	F score	0.000	0.780	0.018	0.020				
	P value	1.000	0.779	0.890	0.885				
Total n = 27	% of scale	58.2	58.6	60.3	56.0				
	$\bar{X}$	1618.1	1624.7	1662.3	1569.3	2.076	0.158	1.899	0.177
	sd	124.8	178.0	180.5	219.4				
	min-max	1392-1882	1308-1924	1294-2180	1258-2087				

INSTRUCTIONAL GOALS - OUTCOME SECTION III

Data for this section were obtained on a site visit to the Las Cruces program by FWL professional staff.

Hypothesis A: Students will satisfactorily complete the program and be awarded the academic credit necessary for graduation or proceed to the next grade level. The level of acceptance was set at 100%.

Data and Procedures. Data on this hypothesis were obtained in an interview with the Coordinator of Project EXCEL which was conducted by FWL staff.

Results. The data from the interview showed that all of the 29 students enrolled in the program at the end of the semester received some unit credit. There were 26 students who received three units credit, two students who received one and one-half units credit, and one student who received two units credit. The seven seniors enrolled in the program graduated.

Summary. Data collected on the site visit showed that 100% of the students enrolled in the LC/EBCE program at the end of the semester received some units credit. Also, the seven seniors in the project applied their units credit toward their graduation this past June. These data warranted the acceptance of hypothesis A.

Hypothesis B: Each student will have had a program totally coordinated and guided by one staff member. Level of acceptance was set at 85%.

Data and Procedures. Data on this hypothesis were obtained in an interview with the Coordinator of Project EXCEL which was conducted by FWL staff.

Results. The data from the interview showed that 20 (70%) students in the program stayed with the same learning coordinator (LC) for the whole semester. Six (20%) students were transferred to a student teacher after the start of the program in January. There were three students who were transferred from one LC to another during the semester.

Summary. The data reported from the site visit showed 70% of the students had their program totally coordinated by one staff member. The criterion for the acceptance of hypothesis B was not met. It does appear that 90% (26) of the students had their programs coordinated primarily by one staff member.

Hypothesis C: Students will have had access to a professional guidance and counseling staff member. Level of acceptance was set at 85%.

Data and Procedures. Data for this hypothesis were obtained in an interview with the Coordinator of Project EXCEL conducted by FWL staff.

Results. Data from the interview showed that a certified vocational counselor was on the staff and was available to all LC/EBCE students.

Summary. Data reported showed that 100% of the students had access to a professional vocational counselor. The criterion for hypothesis C was met and the hypothesis accepted.

Hypothesis D: Students will have had a sequence of personalized learning activities. Level of acceptance was set at 85%.

Data and Procedures. The data to evaluate this hypothesis were collected on a site visit to the project by FWL staff. A random sample was chosen from

each learning coordinator (LC) and from the student teacher. The sample was comprised of the activity folders of 10 (34.5%) LC/EBCE students. FWL staff made judgments on the individualized programs of each of these students.

Results. The judgments by FWL staff indicated that each student was receiving an individualized program. The work being done by each student was planned individually between the student and the LC or student teacher. There were a variety of assignments, many of which were unique to each student.

Summary. Data from the sample of student activity sheets showed 100% individualization of the students' programs. This was sufficient evidence to accept hypothesis D.

Hypothesis E: Students will have had access to a variety of employer sites commensurate with their career, academic, and personal needs and interests. The level of acceptance was set at 85%.

Data and Procedures. Data to evaluate this hypothesis were collected on a site visit by FWL staff. The complete record of all student assignments to employer sites (see Appendix J) was evaluated by FWL staff for this hypothesis.

Results. An inspection of the student assignments to employer sites by FWL staff showed inconclusive evidence of the assignments being commensurate with career, academic, and personal needs and interests of the LC/EBCE students.

Summary. Data reported by FWL staff showed the evidence to be inconclusive on this hypothesis. Hypothesis E was not demonstrated at this time.

Hypothesis F: Some of the student activity sheets will be developed around field sites. The level of acceptance was set at 35%.

Data and Procedures. Data to evaluate this hypothesis were collected during a site visit by FWL staff. A random sample of 10 (34.5%) student activity sheets was drawn from the LC/EBCE program files. These activity sheets were inspected and judgments made by FWL staff on the presence or absence of field site activities.

Results. The data reported by FWL staff showed an average of 5.5 (21.1%) of the activities were related to the field sites.

Summary. The data reported show 21.1% of the LC/EBCE students' activities were related to the field sites. These data did not meet the acceptance level of 35% and hypothesis F was not accepted.

SUMMARY

The Las Cruces Project EXCEL has been in existence since January of 1977. The project was funded by the U.S. Office of Education under Part D of the Vocational Education Act. Based on their proposal, Project EXCEL developed a program that was a community-linked, experientially-based educational alternative for high school students.

This evaluation report focused on outcome data from students, parents, and employers collected at the project site.

INTRODUCTION

Project EXCEL (Experience-Based Career Education and Learning Program) is an adaptation of EBCE (Experience-Based Career Education) principles to local conditions. Project EXCEL was implemented in the Las Cruces School District in January of 1977. The project provides an alternative to traditional high schools. It combines a basic academic program with exploratory opportunities in the career and work world. Project EXCEL is situated in a site separate from other high schools. The needs of the project for flexible scheduling and a permanent place for equipment were among the reasons for having it at a separate location.

The project was in operation for four months between data collection times (January 3, 1977, and May 10-11, 1977). This was the project's first semester of operation.

EVALUATION DESIGN

The primary objective of evaluation activities during this first semester was to provide valid and reliable evidence of the effectiveness of Project EXCEL. Program goals were identified in the areas of Program Perception, Instructional Goals, and Student Goals, and hypotheses were formulated around which a research design was developed.

Statistical analyses were selected to test the main effects and other effects for each hypothesis. Descriptive statistics were used to describe the LC/EBCE group, and t tests or univariate analysis of variance were used to measure gains within a given group and to determine whether differences between groups existed. An alpha value of .10 or less was considered sufficient to warrant assumption of a significant difference for many of the hypotheses. Other hypotheses were tested by a percentage criterion level.

Students of Project EXCEL were tested on the following instruments:

1. Student Information Questionnaire (SIQ). This instrument was used to provide baseline data on student characteristics.

2. Comprehensive Tests of Basic Skills (CTBS). This standardized test of basic academic performance contained five subtests of language arts skills and three subtests of arithmetic skills.

3. Career Maturity Inventory (CMI). This standardized instrument contained a career attitude scale and five subtests of several areas of career-related skills.

4. Student Attitude Survey (SAS). This instrument was developed by Research for Better Schools and assessed students' attitudes and

opinions toward their academic and career education programs, and toward self and others.

5. Socialization Profile (SP). This instrument is a revised version of earlier and longer questionnaires, and was developed by I. Broverman of Worcester State Hospital. Each of its 36 items consisted of a characteristic or behavior trait which was rated on a bipolar scale. The poles were classified as representing masculine or feminine stereotypes.

Data were gathered from Project EXCEL and comparison students at posttesting on:

6. Student Plans and Perceptions Survey (SPPS). This instrument was developed at the EBCE program at Far West Laboratory. It assesses student attitudes toward EBCE or school program effectiveness.

The SIQ was administered to the EBCE students in early January at the beginning of their program. The CMI, CBTS, SAS, and SP were administered in a pre/post fashion in early January and in May to the EBCE students. The SPPS was administered at the May posttest to EBCE and comparison students.

Two other groups were administered questionnaires to assess the impact of the EBCE program: parents and employers of the Project EXCEL students. These questionnaires measured attitudes toward aspects of the project and toward project staff.

OUTCOMES

The various analysis procedures on student and other group data show results that favor the program on Program Perception and Instructional Goals. The outcomes for Student Goals are overall not significant. Table 11 presents a summary of outcomes for the three major goal sections. (See page 49.)

Project EXCEL students, their parents, and employers generally showed a positive attitude toward the LC/EBCE program. Mixed results are shown in the Instructional Goals section. Generally no significant outcomes are evidenced in the Student Goals area.

CONCLUSION

Considering the short time period of the project's operation that these outcomes represent, these initial results are promising. Evaluation outcomes after one or two full years of Project EXCEL operations are anticipated to be more significantly positive, reflecting the cumulative effects of a longer treatment period.

Table 11

SUMMARY TABLE OF SIGNIFICANT OUTCOMES

Outcome Section	Hypothesis	Group(s)	Measure	Outcome(s)*
Student Goals Section I	A	LC/EBCE	CTBS	no sig.
	B	LC/EBCE	CMI, Part 1	neg. sig., p<.01
	C	LC/EBCE	CMI, Part 2	no sig.
	D	LC/EBCE	CMI, Part 3	sig., p<.10
	E	LC/EBCE	CMI, Part 4	no sig.
	F	LC/EBCE	CMI, Part 5	no sig.
	G	LC/EBCE	CMI, Attitude Scale	no sig.
Program Perception Goals Section II	A	Parents	Parent Survey: EBCE Program EBCE Staff	acc. (87.5%) acc. (84.9%)
	B	Employers	Employer Survey	acc. (85.8%)
	C	LC/EBCE & Comparison	SPPS	acc. (89.3%) vs.(13.3%) sig., p<.01
	D-F	Various	Letters of Endorsement	acc. (on file)
	G	LC/EBCE	Dropout Rate	acc. (3.3%)
	H	LC/EBCE	SAS: Learning Environments	no sig.
	I	LC/EBCE	SAS: Others	no sig.
	J	LC/EBCE	SAS: Self	no sig.
	K	LC/EBCE	SP	acc. (<70%)
Instructional Goals Section III	A	LC/EBCE	Interview	acc. (100%)
	B	LC/EBCE	Interview	not acc. (70%)
	C	LC/EBCE	Interview	acc. (100%)
	D	LC/EBCE	Activity folder sample	acc. (100%)
	E	LC/EBCE	Same	inconclusive
	F	LC/EBCE	Same	not acc. (21.1%)

*sig. = a significant gain no sig. = no significant gain or loss
neg. sig. = a significant loss acc. = acceptable not acc. = not acceptable

APPENDICES

Table 1

Evaluation Design for Student Goals

Goal	Hypothesis	Instrument	Design	Level of Acceptance
1. Students will become knowledgeable about careers, jobs, and the job market.	Students will become more knowledgeable of the world of work.	Part 2 - Career Maturity Inventory	$R\ O_1\ X\ O_2$	$p \leq .10$*
2. Students develop basic skills and exhibit scholastic growth, which will be documented through a consistent data gathering procedure with baseline data for experimental and control groups being collected this year.	Students will do as well as their counterparts in the Las Cruces School System on Scholastic growth.	Comprehensive Test of Basic Skills Composite Score	$R_e O_1$ $R_c O_1$	$P \leq .10$
3. Students will develop the life skills or necessary behaviors and attitudes which help individuals to relate to the economic sector and other life roles in a self-fulfilling manner.	Students will be more positive in their attitude toward the world of work.	Attitude Scale Career Maturity Inventory	$R\ O_1\ X\ O_2$	$p \leq .10$
4. Students will develop the ability to make appropriate career decisions.	a. Students will be more capable of planning for their future.	Part 4 - Career Maturity Inventory	$R\ O_1\ X\ O_2$	$p \leq .10$
	b. Students will be more capable of solving the problems confronting them in reaching their goals.	Part 5 - Career Maturity Inventory	$R\ O_1\ X\ O_2$	

Table 1 (Continued)

Goal	Hypothesis	Instrument	Design	Level of Acceptance
5. Students will develop a self-concept of individual characteristics, goals, values, and interests.	Students will become more capable of appraising the career-relevant capabilities of others.	Part 1 - Career Maturity Inventory	R O_1 X O_2	$p \leq .10$
	Students will be more able to choose realistic career goals.	Part 3 - Career	R O_1 X O_2	$p \leq .10$

Legend

R O_1 X O_2 - Pre-Test/Post-Test experimental group design with randomization where R = randomization; O = Tests; X - Treatmen

R_e O_1 X O_2
R_c O_1 O_2 Pre-Test/Post-Test to both groups (control vs. comparison) with randomization.

R X O - Separate-sample post-test design with randomization.

$p \leq .10$ - Level of confidence is equal to or less than .10.

$\% \geq 85\%$ - Equal to or greater than 85%.

X O_2 - One-shot case study where X=treatment and O=test. Single group exposed to experimental treatment followed by a test/measurement.

$f \geq 85\%$ - Frequency is equal to or greater than 85%.

$rf \geq .50$ - Relative frequency is equal to or greater than 50%.

Table 2

Evaluation Design for Secondary Product Goals

Goal	Hypothesis	Instrument	Design	Level of Acceptance
1. Parents, students, employers, labor unions, the schools, and other involved community members will demonstrate a positive attitude towards, and continued support of, the EBCE program. (1)	a. Parents will have a positive attitude toward the EBCE program.	AEL's Revised Parent Questionnaire	R X O	% _ 85%
	b. Various levels of employers (i.e.; resource persons, contact persons, and managers) will have a positive attitude toward the EBCE program.	AEL's Revised Resource Questionnaire	R X O	% _ 85%
	c. Students will have a positive attitude toward the EBCE program.	FWL's SPS	R_e X O R_c X O	% - 85%
	d. Labor Union officials will have a positive attitude toward the EBCE program.	A letter of endorsement		
	e. Las Cruces schools will endorse the EBCE program.	Letter of Endorsement	Superintendent and President of Board of Educ.	100%
	f. State Department of Education officials will endorse the program.	Letter of Endorsement	Department of Vocational Education	100%
2. Students will be less inclined to drop out of school. (3)	Relative frequency of EBCE dropouts will be less than that from the Las Cruces Schools	Head Count	R X O	P _ .10

Table 2 (Continued)

Goal	Hypothesis	Instrument	Design	Level of Acceptance
3. Students will show a more positive attitude.	a. Students will have a more positive attitude toward work.	Student attitude Survey	$R\ O_1\ X\ O_2$	$p \leq .10$
	b. Students will have a more positive attitude towards adults.	Student attitude Survey	$R\ O_1\ X\ O_2$	$p \leq .10$
	c. Students will have a more positive attitude towards learning.	Student attitude Survey	$R\ O_1\ X\ O_2$	$p \leq .10$
4. Students will view career areas and fields without traditional sex referencing.	Students will treat career related personal characteristics without sexual stereotyping.	Socialization Profile	$R\ O_1\ X\ O_2$	$p \leq .10$

Table 3

Instructional Goals

Goal	Hypothesis	Instrument	Design	Level of Acceptance
1. All students who satisfactorily complete the program will be awarded the academic credit necessary for graduation from his home high school. (1)	Frequency of students who have satisfactorily completed the program and who are awarded the academic credit necessary for graduation or proceeding to the next grade level.	Student Information Questionnaire	X O_2	f = 100%
2. Each student will have his total program coordinated and primarily guided by a single staff member. (3)	Frequency of students who have had a program totally coordinated and guided by one staff member.	Scan of Activity Sheets	X O_2	f $\geq$ 85%
3. Each student will have access to a professional guidance and counseling staff member. (2)	Frequency of students who have had access to a professional guidance and counseling staff member.	Survey Students	X O_2	f $\geq$ 85%
4. Each student has a sequence of learning activities, in a variety of modes, tailored to his individual goals, needs, abilities, and interests. (1)	Frequency of students who have had a sequence of personalized learning activities.	Scan of Activity Sheets	X O_2	f $\geq$ 85%
5. Each student will have access to a variety of employer sites commensurate with his career, academic, and personal needs and interests. (1)	Frequency of students who have had access to a variety of employer sites commensurate with their career, academic and personal needs and interests.	Scan of Activity Sheets	X O_2	f $\geq$ 85%

Table 3 (Continued)

Goal	Hypothesis	Instrument	Design	Level of Acceptance
6. Community Resources will be used in developing learning activities.	A proportion of the Activity Sheets will be developed around field sites.	Scan of Activity Sheets	X O_2	% ≥ 35%
7. Staff-external resources (especially employers) will participate in evaluation and student assessment.*	Relative frequency of evaluation by persons other than staff.	Scan of Activity Sheets	X O_2	

* Goal to be held till the 1977-78 School year.

APPENDIX B

AEL/EBCE/JES/8-25-76

NAME _____ DATE _____

SCHOOL _____ CITY _____ STATE _____

STUDENT INFORMATION QUESTIONNAIRE

1. Are you:

   ☐ Male

   ☐ Female

2. Are you:

   ☐ White

   ☐ Black

   ☐ Oriental

   ☐ Spanish Descent (Chicano, Puerto Rican, etc.)

   ☐ Native American

   ☐ Other (specify) _____

3. What is your current grade level (as of September, 1976)?

   ☐ 10th grade

   ☐ 11th grade

   ☐ 12th grade

4. What is your birth date?

   _____ _____ _____
   MONTH DAY YEAR

5. What is your father's highest level of formal education completed?

- ☐ None
- ☐ Elementary School
- ☐ Some High School
- ☐ High School Graduate
- ☐ Some post-secondary (for example, some college, junior college, business school, trade or technical school)
- ☐ College graduate (four-year degree)
- ☐ Some graduate work
- ☐ Advanced degree (specify) _____

6. What is your mother's highest level of formal education completed?

- ☐ None
- ☐ Elementary School
- ☐ Some High School
- ☐ High School Graduate
- ☐ Some post-secondary (for example, some college, junior college, business school, trade or technical school)
- ☐ College graduate (four-year degree)
- ☐ Some graduate work
- ☐ Advanced degree (specify) _____

7. How many of your brothers and sisters dropped out of school?.

- ____ None
- ____ One
- ____ Two
- ____ Three
- ____ Four
- ____ Five or More

8. What are your long-range goals? Check only one.

☐ 1. CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent

☐ 2. CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter

☐ 3. FARMER, FARM MANAGER

☐ 4. HOMEMAKER OR HOUSEWIFE

☐ 5. LABORER such as construction worker, car washer, sanitary worker, farm laborer

☐ 6. MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official

☐ 7. MILITARY such as career officer, enlisted man or woman in the armed forces

☐ 8. OPERATIVE such as meat cutter; assembler; machine operator; welder; taxicab, bus, or truck driver; gas station attendant

☐ 9. PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress

☐ 10. PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner

☐ 11. PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman

☐ 12. SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker

☐ 13. SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter

☐ 14. TECHNICAL such as draftsman, medical or dental technician, computer programmer

☐ 15. OTHER (specify) _____

☐ 16. DON'T KNOW

9. What do you expect to be doing one year after completing high school?

- ☐ Working full-time
- ☐ Entering an apprenticeship or on-the-job training program
- ☐ Going into regular military services or to a service academy
- ☐ Being a full-time homemaker
- ☐ Attending a vocational, technical, trade or business school
- ☐ Taking academic courses at junior or community college
- ☐ Taking technical or vocational subjects at a junior or community college
- ☐ Attending a four-year college or university
- ☐ Working part-time
- ☐ Other (travel, take a break, no plans)

10. What is your major field of study?

- ☐ General Curriculum
- ☐ Vocational Education Curriculum
- ☐ College Preparatory Curriculum
- ☐ Other (specify) _____

11. Under FATHER, circle the one number that best describes the work done by your father (or male guardian). Under MOTHER, circle the one number that best describes the work done by your mother (or female guardian). The exact job may not be listed but circle the one that comes closest. If either of your parents is out of work, disabled, retired, or deceased, mark the kind of work that he or she used to do.

(Circle one number in each column.)

	Father	Mother
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	01	01
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	02	02
FARMER, FARM MANAGER	03	03
HOMEMAKER OR HOUSEWIFE	04	04
LABORER such as construction worker, car washer, sanitary worker, farm laborer	05	05
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	06	06
MILITARY such as career officer, enlisted man or woman in the armed forces	07	07
OPERATIVE such as meat cutter; assembler; machine operator; welder; taxicab, bus, or truck driver; gas station attendant	08	08
PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress	09	09
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	10	10
PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman	11	11
SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker	12	12
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	13	13
TECHNICAL such as draftsman, medical or dental technician, computer programmer	14	14

Name _____ Date _____

School _____ City _____ State _____

SOCIALIZATION PROFILE

We would like to learn about what people expect other people to be like. Imagine that you are going to meet someone for the first time, and the only thing that you know in advance is that he is an adult male. What sort of things would you expect? For example, what would you expect about his liking or disliking of the color red? On each scale, please put a slash (/) and the letter "M" above the slash according to what you think an adult male is like. For example:

Strong dislike for the color red	1.....2.....3.....4.....5...M/...6.....7	Strong liking for the color red

Now read the next example and put a slash (/) and the letter "M" above the slash according to what you think an adult male is like with respect to his interest in athletics.

Very interested in athletics	1.....2.....3.....4.....5.....6.....7	Not at all interested in athletics

On the following pages are a number of scales like the ones above. Please place a slash (/) and the letter "M" above the slash according to what you expect an adult male to be like. You may put your slash anywhere on the scale, not just at the numbers. PLEASE BE SURE TO MARK EVERY ITEM.

Copyright 1974, Inge K. Broverman, Ph.D.
Psychology Training & Research, Inc.

AEL/EBCE/JES/8-25-76

1.	Not at all aggressive	1.....2.....3.....4.....5.....6.....7	Very aggressive
2.	Not at all independent	1.....2.....3.....4.....5.....6.....7	Very independent
3.	Very emotional	1.....2.....3.....4.....5.....6.....7	Not at all emotional
4.	Not at all easily influenced	1.....2.....3.....4.....5.....6.....7	Very easily influenced
5.	Very submissive	1.....2.....3.....4.....5.....6.....7	Very dominant
6.	Does not hide emotions at all	1.....2.....3.....4.....5.....6.....7	Almost always hides emotions
7.	Not at all talkative	1.....2.....3.....4.....5.....6.....7	Very talkative
8.	Not at all excitable in a major crisis	1.....2.....3.....4.....5.....6.....7	Very excitable in a major crisis
9.	Not at all excitable in a minor crisis	1.....2.....3.....4.....5.....6.....7	Very excitable in a minor crisis
10.	Not at all able to devote self completely to others	1.....2.....3.....4.....5.....6.....7	Able to devote self completely to others
11.	Not at all competitive	1.....2.....3.....4.....5.....6.....7	Very competitive
12.	Very logical	1.....2.....3.....4.....5.....6.....7	Very illogical
13.	Very blunt	1.....2.....3.....4.....5.....6.....7	Very tactful
14.	Very gentle	1.....2.....3.....4.....5.....6.....7	Very rough
15.	Very worldly	1.....2.....3.....4.....5.....6.....7	Very home oriented
16.	Not at all skilled in business	1.....2.....3.....4.....5.....6.....7	Very skilled in business
17.	Very direct	1.....2.....3.....4.....5.....6.....7	Very sneaky
18.	Very aware of the feelings of others	1.....2.....3.....4.....5.....6.....7	Not at all aware of the feelings of others
19.	Does not know the way of the world	1.....2.....3.....4.....5.....6.....7	Knows the way of the world
20.	Feelings not easily hurt	1.....2.....3.....4.....5.....6.....7	Feelings easily hurt

21.	Not at all adventurous	1.....2.....3.....4.....5.....6.....7	Very adventurous
22.	Not at all religious	1.....2.....3.....4.....5.....6.....7	Very religious
23.	Very interested in own appearance	1.....2.....3.....4.....5.....6.....7	Not at all interested in own appearance
24.	Can make decisions easily	1.....2.....3.....4.....5.....6.....7	Has difficulty making decisions
25.	Never cries	1.....2.....3.....4.....5.....6.....7	Cries very easily
26.	Almost never acts as a leader	1.....2.....3.....4.....5.....6.....7	Almost always acts as a leader
27.	Not at all self-confident	1.....2.....3.....4.....5.....6.....7	Very self-confident
28.	Always sees self as running the show	1.....2.....3.....4.....5.....6.....7	Never sees self as running the show
29.	Not at all uncomfortable about being aggressive	1.....2.....3.....4.....5.....6.....7	Very uncomfortable about being aggressive
30.	Very little need for security	1.....2.....3.....4.....5.....6.....7	Very strong need for security
31.	Not at all ambitious	1.....2.....3.....4.....5.....6.....7	Very ambitious
32.	Able to separate feelings from ideas	1.....2.....3.....4.....5.....6.....7	Not able to separate feelings from ideas
33.	Does not enjoy art and literature at all	1.....2.....3.....4.....5.....6.....7	Enjoys art and literature very much
34.	Very dependent	1.....2.....3.....4.....5.....6.....7	Not at all dependent
35.	Easily expresses tender feelings	1.....2.....3.....4.....5.....6.....7	Does not express tender feelings easily
36.	Not at all assertive	1.....2.....3.....4.....5.....6.....7	Very assertive

99

Now we would like you to go through these same scales for a second time. Again, imagine that you are meeting a person for the first time, and the only information you have is that she is an adult female. This time, please place a slash (/) and the letter "F" above the slash according to what you would expect an adult female to be like. You may put your slash anywhere on the scale, not just at the numbers. PLEASE BE SURE TO MARK EVERY ITEM.

APPENDIX E

STUDENT PLANS AND PERCEPTIONS SURVEY

EXPERIENCE-BASED CAREER EDUCATION

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 FOLSOM STREET • SAN FRANCISCO, CALIFORNIA 94103

Name: _____

Date: _____

School: _____

This questionnaire asks for your opinions about going to school and about your current school program. It also asks about your future plans. There are no right or wrong answers -- your own thinking about your school experiences and after-school plans will help us to improve future career education programs. Responses to this questionnaire will be treated as strictly confidential. Thank you for your time.

1. What do you expect to be doing one year after completing high school?

- ☐ Working full-time
- ☐ Entering an apprenticeship or on-the-job training program
- ☐ Going into regular military services or to a service academy
- ☐ Being a full-time homemaker
- ☐ Attending a vocational, technical, trade or business school
- ☐ Taking academic courses at junior or community college
- ☐ Taking technical or vocational subjects at a junior or cummunity college
- ☐ Attending a four-year college of university
- ☐ Working part-time
- ☐ Other (travel, take a break, no plans)

2. How did you like school this year? (Circle one)

I disliked almost everything about it. 1
I disliked it more than I liked it 2
I liked and disliked it about equally. 3
I liked it more than I disliked it 4
I liked almost everything about it 5

3. How did you like school last year? (Circle one)

I disliked almost everything about it. 1
I disliked it more than I liked it 2
I liked and disliked it about equally. 3
I liked it more than I disliked it 4
I liked almost everything about it 5

4. How did you like school in the years before last year? (Circle one)

I disliked almost everything about it. 1
I disliked it more than I liked it 2
I liked and disliked it about equally. 3
I liked it more than I disliked it 4
I liked almost everything about it 5

5. How much do you feel that you learned in your school program this year?

(Circle one number on each line)

How much did you learn in the area of:	Nothing	A Little	Some	A Lot
a. Learning about careers and jobs	1	2	3	4
b. Planning for a career or careers	1	2	3	4
c. Learning job-seeking skills	1	2	3	4
d. Learning how to do a particular job	1	2	3	4
e. Improving reading skills	1	2	3	4
f. Improving writing skills	1	2	3	4
g. Improving math skills	1	2	3	4
h. Improving listening and speaking skills	1	2	3	4
i. Thinking through and solving problems	1	2	3	4
j. Improving skills in working with other students	1	2	3	4
k. Improving skills in working with adults	1	2	3	4
l. Accepting many different ideas and backgrounds of people	1	2	3	4

6. Name three ways that you have changed as a result of your school experiences this year.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

7. The statements below describe various ways in which your school program this year may or may not have helped you. Show how you agree or disagree with the following statements:

(Circle one number on each line)

	Strongly Disagree	Disagree	Agree	Strongly Agree
The school helped to prepare me for work	1	2	3	4
The school helped to prepare me for college	1	2	3	4
The school helped me to decide what I want to do after high school	1	2	3	4
The school helped me to better understand myself	1	2	3	4
The school helped me to get along better with others	1	2	3	4

STUDENT PLANS AND PERCEPTIONS SURVEY (1977)

CODING CATEGORIES FOR QUESTION 10:

"Name three ways that you have changed as a result of your school experiences this year"

DIRECTIONS: Code the three responses independently. (More than one response may be in the same category.)

CONTENT AREA	CATEGORY	CODE
1. Self Growth	Know more about self -- self-understanding	11
Broad personality characteristics	Socially more sure of self, less shy, expresses self better, outgoing	12
	Responsible, independent, work for and by self	13
	Able to solve problems, make decisions, cope, plan	14
	General maturation, more adult (if cannot fit into above categories)	15
	Other self growth	16
2. Career/Work	Increased awareness of and improved attitudes toward world of work (general)	21
	Knowledge about career/work (general)	22
	Knowledge about specific careers/ jobs/behaviors	23
3. Learning/ Academic Progress	Attitude changed; more interest in school and learning; better study habits; less cutting	31
	Learned more (specific and general); prepared for college	32
4. Interpersonal Action	Met more people; do more with people	41
	Get along better; relate better; express self more with people	42
5. Future Planning	Developed goal (unspecified); thought about plans	51
	Developed career plans	52
	Decided to further education, go to college	53
6.	No change	60
7.	Negative change	70
8.	Other	80

APPENDIX F

001

Parent Opinion Survey

This survey is meant to give you an opportunity to express your opinions about the Experience-Based Career Education Program your son or daughter has been participating in. Most of the questions are to be answered on a scale of numbers from (1) to (5). The phrases at the top and bottom of each set of questions indicate what the scale means. A (1) may mean something like "Definitely No"; if you feel strongly that the answer to the question is No, then you should circle the (1). A (5) may mean "Definitely Yes"; if you feel strongly that the answer is Yes, then you should circle the (5). The numbers in between (2, 3, 4) indicate an opinion somewhere in between "Definitely No" and "Definitely Yes". Some scales have different phrases, but they all work the same way.

Read the phrase above the numbers so you know what the scale means, then read each question, and circle the number which is closest to your opinion. There are no right or wrong answers; your thoughts and feelings are the important things in this survey. The answers parents give will help determine how well the program is doing now and improve it in the future. Remember to circle a number for each item. Thank you for taking the time to fill out this survey.

PARENT OPINION SURVEY

1. How well does the EBCE Program compare overall with the past school experiences of your daughter or son?

Much Worse				Much Better
1	2	3	4	(5)

2. If you had it to do over again, would you want your son or daughter to participate in the EBCE Program?

Definitely NO				Definitely YES
1	2	3	4	(5)

3. How well do you think your son or daughter likes the EBCE Program compared with past school experiences?

Much Worse				Much Better
1	2	3	4	(5)

4. What do you think are the greatest weaknesses of the EBCE Program?

I'm not too informed about extra-curricular activities - there is always room for improvement.

5. What do you think are the greatest strengths of the EBCE Program?

Unity - Change of Pace - For the first time it seems like we are trying to help people instead of forcing them into a standard World - one type - Unity like Humanities

Security or Acceptance

6. Have you received enough information about your son's or daughter's progress in the EBCE Program?

Definitely NO				Definitely - YES
1	2	3	4	(5)

7. In comparison with regular schools, how much opportunity did the EBCE Program provide your daughter or son for learning about occupations?

Much Less				Much More
1	2	3	(4)	5

8. What effect, if any, has the EBCE Program had on helping your son or daughter form career plans?

Definitely Bad				Definitely Good
1	2	3	(4)	5

9. In comparison with regular schools, how much opportunity did the EBCE Program provide your daughter or son for general learning?

Much Less		About the Same		Much More
1	2	3	4	(5)

10. In comparison with past experiences in regular schools, how motivated is your daughter or son to learn in the EBCE Program?

Much Less		About the Same		Much More
1	2	3	4	(5)

11. How would you rate the approaches to learning used in the EBCE Program?

Poor				Excellent
1	2	3	(4)	5

12. What positive changes have you noticed in your son or daughter that might be a result of participation in the EBCE Program?

willing to go days after days
- will to study
- Attitude more positive - happier

13. What negative changes have you noticed in your son or daughter that might be a result of participation in the EBCE Program?

2

14. How often does your son or daughter talk to you about what's going on in the EBCE Program?

Almost Never				Almost Daily
1	2	3	(4)	5

15. About how often have you had any contact with any EBCE Program staff members?

Almost Never				Very Frequently
1	2	3	(4)	5

16. How many meetings have you attended during this school year where other parents of EBCE students were present?

(None)	(1)	2	3	4 or More

17. How would you rate the general quality of the EBCE Program staff?

Poor				Excellent
1	2	3	4	(5)

18. How would you rate the business or community resources available in the EBCE Program?

Poor				Excellent
1	2	3	(4)	5

19. How would you rate your overall relationship with the staff of the EBCE Program?

Poor				Excellent
1	2	3	4	(5)

20. How would you rate the enthusiasm of the EBCE Program staff?

Poor				Excellent
1	2	3	4	(5)

21. What do you think of the occupational plans of your daughter or son?

a. ✓ There aren't any firm plans yet.

b. ___ The plans should be changed.

c. ___ The plans seem to be good.

d. ___ We haven't really had a chance to discuss the plans.

22. What do you think your son or daughter will be doing a year after high school?

a. ___ Working

b. ✓ Attending some kind of college

c. ___ Going to a business or trade school

d. ___ Military

e. ___ Other (please specify) _____

APPENDIX G

EMPLOYER QUESTIONNAIRE

Name of Resource Person _____

Name of Company _____

Questions

1. Did the Project EXCEL (EBCE) staff provide you with the necessary information to help you direct students' activities at your site?

   Yes ✓ No _____ Sometimes _____

2. Did the EBCE staff usually:

   _____ Show you the Student Activity Sheet (s)

   _____ Show you the Student Program Profile

   _____ Show you the type of products expected from student

   _____ Explain reason for the particular placement

   _____ Provide you with feedback on student's progress

3. Which of the following supportive services do you (or others at your site) provide for the Experience-Based Career Education (EBCE) program students? (Check each appropriate category.)

	Frequently	Occasionally	Seldom	Never
Do you talk about job opportunities?	_____	✓	_____	_____
Do you talk about the students' personal problems?	_____	_____	_____	✓
Do you talk about activities at your site?	_____	_____	_____	_____
Do you tutor in an academic area?	_____	_____	✓	_____
Do you evaluate individual students' assignments?	_____	_____	_____	_____

	Frequently	Occasionally	Seldom	Never
Do you assist students in non-job related assignments?				
Do you supervise students to perform a specific job-related task at your site?				
Do you help plan student assignments?				
Other (specify) _____				
_____				

4. How do students spend their time at your site? (Check each appropriate category.)

	Frequently	Occasionally	Seldom	Never
Observing site activities		✓		
Researching from site materials				✓
Actively performing site activities				
Talking with me				
Talking with other site personnel				✓
Individual study				
Other (Specify)_____				
_____				

5. Have you been satisfied with the feedback that you received relating to what happens to the student after he leaves your site?

Yes _____ No ✓ Comment: _____

_____

6. Do you think your company will continue working with the EBCE project during the next couple of years?

Yes ✓ No _____ Don't Know _____

7. Based on the students and staff you've met, how effective do you feel the program was?

Highly effective — Moderately effective — Ineffective

1 . . . . . 2 . . . . . 3 . . . . . 4 5

8. What do you feel the strengths of the EBCE Program are?

_____

_____

9. What do you feel the weaknesses of the EBCE Program are?

_____

_____

APPENDIX H

IMPLEMENTATION LOG
FOR PROJECT EXCEL

These are the dates that were reported as implementation dates. These were arrived at by AEL and Las Cruces staff working together

of the project

		Dates
Task 1.1	Student Selection	
1.1.1	Authorization for Contacting Students obtained from Superintendent's Office.	9/76
1.1.2	Development of Student Recruitment Materials and Documents	10/76 - 11/76
1.1.3	Handing out Materials to School System Juniors and Seniors	10/4/76-11/24/76
1.1.4	Compile list of Interested Students based on Applications	12/1/76-12/6/76
1.1.5	Conduct Parent/Student Interview to Secure Commitments to Program Entry	12/14/76-12/30/76
1.1.6	Review Records (at home schools) of all Interested Students	12/1/76-12/6/76
1.1.7	Randomly Select 30 Students from Those Who Meet Criteria	12/6/76
1.1.8	Notify All Students Who Have Been Selected	12/8/76-12/10/76
1.1.9	Organize EBCE Records, With Standard Data Entries, For All Students Selected	12/20/76-12/22/76
1.1.10	Assign Students to Learning Coordinator Groups	12/22/76
Task 1.2	Inservice Staff Training (Each Staff Member Will):	
1.2.1	Apply Procedures For:	
	a. Presenting Program Overviews	11/29/76-12/3/76
	b. Employer site Learning Guides	11/29/76-12/3/76
	c. Recording School Record Data	11/29/76-12/3/76
	d. Using Cross-Reference-Catalog	11/29/76-12/3/76
	e. Using Employer Site Learning Guides	11/29/76-12/3/76
	f. Completing Student Program Guide	11/29/76-12/3/76

PROJECT EXCEL----Continued		Dates
	g. Making Employer Site Assignment from Student Program Guide	11/29/76-12/3/76
	h. Developing (Assigning) Activity Sheets from Guide	11/29/76-12/3/76
	i. Making Entries of Student Progress on Student Program Guide	11/29/76-12/3/76
	j. Making Quarterly Student Evaluation Reports	11/29/76-12/3/76
	k. Entering Evaluation Comments from Students and Employers on Activity Sheets	11/29/76-12/3/76
	l. Filing Student Activity Sheets and Products	11/29/76-12/3/76
1.2.2	Organize the Following Learning Coordinator Resources	
	a. Student Product Folders	12/20/76-12/22/76
	b. Employer Site Learning Guides	Ongoing Activity
	c. Cross-Reference-Catalog	12/6/76-12/10/76
	d. Standard Activity Sheets	12/6/76-12/10/76
	e. Student Program Guide	12/6/76-12/10/76
	f. Operational Guideline and Procedures Manual	12/6/76-12/10/76
Task 1.3	Conduct Student Orientation	1/3/77-1/14/77
1.3.1	Present Program Overviews	1/3/77
1.3.2	Complete Standardized Tests	1/3/77-1/6/77
1.3.3	Assess Student Program Needs and Interests	1/6/77-1/14/77
1.3.4	Complete Program Profiles and Student Program Guide	1/14/77

PROJECT EXCEL----Continued

		Dates
1.3.5	Make initial Employer Site Assignments	1/14/77-1/21/77
1.3.6	Make initial Activity Sheet Assignments	1/14/77-1/21/77
Task 1.4		
1.4.1	Coordinate Employer Site Assignment from Student Program Guide	1/17/77-1/21/77
1.4.2	Initiate (Assign) Activity Sheets	1/14/77-1/21/77
1.4.3	Evaluate and file Student Products	Ongoing Activity
1.4.4	Conduct Quarterly Evaluation of Student Progress	3/14/77-3/18/77
1.4.5	Provide feedback of any formative evaluation results to staff	2/28/77-3/1/77
Task 1.5	Assist in Evaluation of FY '77 Data	4/77-5/77
Task 1.6	Adaptation of AEL EBCE Materials to Local Curriculum	7/77
1.6.1	Rewrite interest areas to parallel Existing Curriculum	7/77
1.6.2	Cross reference interest areas into district text/materials	7/77

XIII. DISSEMINATION:

The evaluation report will be a narrative summary of the project's objectives and ability to accomplish them. This report will be presented to the local Board of Education, the Vocational Education Division of the State Department of Education and the office of Health, Education and Welfare (HEW) in Washington, D.C. It will include phases of formative and summative assessment of the project. If the project meets with the anticipated success, a three-year report will be prepared.

APPENDIX I

RESULTS OF PROJECT EXCEL STUDENT QUESTIONNAIRE

Results of a survey conducted by three students of New Mexico State University in April of 1977. This survey was conducted as part of an Education-counseling class (CEP 563) and was administered to all 29 Project EXCEL students

RESULTS: PROJECT EXCEL STUDENT QUESTIONNAIRE

29 students responding

1. Do you feel that you are given too much responsibility?

Yes	3%	1 respondent
No	90%	26
Undecided	7%	2

2. Has your outlook on your intended career changed?

Yes	65%	19 respondents
No	28%	8
Undecided	7%	2

3. Do you like activity sheets/inquiry method of learning as opposed to the traditional school?

Yes	73%	21 respondents
No	3%	1
Undecided	24%	7

4. Do you have more self-confidence since you entered Project EXCEL?

Yes	65%	19 respondents
No	14%	4
Undecided	21%	6

5. Are your parents positive in their attitude toward EXCEL?

Yes	76%	22 respondents
No	3%	1
Undecided	21%	6

6. Do you miss extracurricular activities like band and sports?

Yes	35%	10 respondents
No	62%	18
Undecided	3%	1

7. Would you take advantage of extracurricular activities if it were possible?

Yes	65%	19 respondents
No	7%	2
Undecided	28%	8

8. Do you see a difference between your LC and the traditional teacher?

Yes	90%	26 respondents
No	7%	2
Undecided	3%	1

9. Do your site experiences help you to pinpoint where you need academic work?

Yes	55%	16 respondents
No	17%	5
Undecided	28%	8

10. Has EXCEL improved your concept of time management?

Yes	59%	17 respondents
No	31%	9
Undecided	10%	3

11. Is the counseling available at EXCEL superior to that available at the traditional high school?

Yes	76%	22 respondents
No	3%	1
Undecided	21%	6

12. Would you recommend Project EXCEL to your friends?

Yes	80%	23 respondents
No	10%	3
Undecided	10%	3

13. Have you encountered any difficulty in planning your own academic program?

Yes	14%	4 respondents
No	69%	20
Undecided	17%	5

14. Will the decision-making strategies and the goal formulation processes you learn in EXCEL carry over into other areas of your life?

Yes	83%	24 respondents
No		
Undecided	17%	5

15. If you could do it all over again, would you still choose to spend a semester in Project EXCEL?

Yes	69%	20 respondents
No	14%	4
Undecided	17%	5

16. Do you feel Project EXCEL will prepare you for college as well as the traditional school does?

Yes	73%	21 respondents
No	10%	3
Undecided	17%	5

17. Are your resource persons helpful and interested in you?

Yes	76%	22 respondents
No		
Undecided	24%	7

18. Do you find yourself putting in more time on academics in Project EXCEL than you did in the traditional school?

Yes	65%	19 respondents
No	28%	8
Undecided	7%	2

19. To me, Project EXCEL is:

More interesting than the traditional school	93%	27 resp.
Less interesting than the traditional school	7%	2
About the same as the traditional school		

20. In my opinion, this program would best meet the needs of:

The superior student	14%	4 respondents
The average student	21%	6
The below average student	3%	1
All of the above	62%	18

INTERPRETATION: PROJECT EXCEL STUDENT QUESTIONNAIRE

We directed our questions in such a way so that we could verify what the EBCE literature stated as its results at other sites. The results of the questionnaire overwhelmingly support the previous evidence compiled. Special reference to questions 1, 2, 4, 5, 8, 13, 14, 16, 17, 18, 19, and 20. The students' feeling for the program coincides with the literature's claims. Although the responses to questions 9 and 10 are favorably in the majority, the responses are not well above 50%. Possibly the concepts of time management and the use of job sites to pinpoint needed academic work need to be reworked within the program. It was also interesting to note that although 62% did not miss extracurricular activities, 65% would like to take advantage of these activities if given an opportunity.

The following are some of the comments written by students on the questionnaire:

"I feel that I like to be at my site more than at school. I feel that excel got me a good job site and hope that I can stay here until May 25."

"Project Excel is great"

"The program is great and the teachers are real nice and have a lot of patience."

"Project Excel has helped me to decide which career I wanted."

"The project has helped me a lot in my decisions for my chosen career"

APPENDIX K

LETTERS OF ENDORSEMENT

Las Cruces
Public
Schools

Area Code Phone No.
505 526-3341

301 West Amador Avenue Las Cruces, New Mexico 88001

October 4, 1977

Dr. Edward Fernandez
Director, Secondary Curriculum
Las Cruces School District No. 2
Las Cruces, NM 88001

Dear Dr. Fernandez:

Project EXCEL, the Experience-based Career Education (EBCE) program in the Las Cruces Public Schools, is in its second semester of operation.

The Board of Education and the district administration endorse and support the EBCE concept as a contributing and exciting alternative for our students.

Program operation has gone smoothly resulting in an enriched experience for the students participating in Project EXCEL, as well as an opportunity for the community to participate in Career Education.

James Crouch, President
Board of Education

Date 10/4/77

John E. Stablein, Supt.
Las Cruces Public Schools

Date 10/4/77

Carpenters Local Union No. 1962
United Brotherhood of Carpenters and Joiners of America
1480 N. Main AFL CIO Rm. 202
Phone 524-2038 • [illegible] • [illegible] • Las Cruces, New Mexico 88001

October 5, 1977

Dr. Zinta Sanders
Project EXCEL
301 W. Amador
Las Cruces, N.M. 88001

Dear Dr. Sanders:

We take this opportunity to thank you for allowing us to participate in the program Project EXCEL.

The program has been a success since its inception, and we urge those responsible to keep the program active. This type of program is very essential for this time and age and for the community.

We from the New Mexico District Council of Carpenters and Carpenters Local Union [illegible] and the National AFL-CIO wholeheartedly support and endorse this very worthwhile program.

Please count on us to take an active part in the future.

Very truly yours,

Carpenters Local Union #1962

A. B. Murillo,
Business Representative

National AFL-CIO

S. Q. "Chano" Merino,
Field Director

sdu

STATE OF NEW MEXICO

DEPARTMENT OF EDUCATION — EDUCATION BUILDING

SANTA FE - 87503

October 14, 1977

LEONARD J. DE LAYO
SUPERINTENDENT OF PUBLIC INSTRUCTION

Dr. Zinta Sanders
Coordinator of Project EXCEL
Las Cruces Public Schools
301 West Amador Avenue
Las Cruces, New Mexico 88001

Dear Dr. Sanders:

Because of the very positive support your project has received from the Regional Office, I am pleased that funding has been approved for the second year.

Having firsthand experience in observing the individualized instruction and staff concern for the students, I am confident that you will receive third-year funding to continue these endeavors.

I have never met a more dedicated staff that supports the concept of individual differences among students. Without your project, the students of Las Cruces would not be able to choose an alternative to the traditional school system.

In discussing the program with the enrollees of last year, their interest in careers and education had increased from a level of inertia to one of excitement. If this was the only outcome of such a project, all would have been worthwhile; but I know that this is just one of many aspects you have outlined in your proposal.

I commend you and your staff for the groundwork that you have done and the implementation of your philosophies into a workable and effective program.

Sincerely,

ROGER A. LABODDA
Director
Program Development Office

RAL:rpu